



Iowa Department of Education

***Charter and Innovation Zone Schools
in Iowa Annual Report***

Iowa Department of Education

Grimes State Office Building
Des Moines, IA 50319

December, 2011

State of Iowa
Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146

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INTRODUCTION

Charter school legislation was passed in Iowa during the 2003 session. It allowed for ten (10) charter schools in Iowa. The 2006 legislative session lifted the charter school cap to twenty (20); however, no funding was allocated. During the 2009 General Assembly, the Charter School Law was expanded to Innovation Zones, which is a public attendance center established by a consortium which must include at least two school districts and an area education agency. During the 2010-2011 school year, there were seven (7) public charter schools in the state of Iowa. Schools with public charter school status are:

1. Des Moines Charter School, Des Moines Independent Community School District
2. eSigourney Entrepreneurial Academy for Leadership (eSEAL): Sigourney Community School District
3. Iowa Central Charter High School: Southeast Webster Grand Community School District
4. Northeast Iowa Charter High School: West Central Community School District
5. Panorama Charter High School: Panorama Community School District
6. Prescott Elementary Charter School: Dubuque Community School District
7. Storm Lake / Iowa Central / Buena Vista Early College High School: Storm Lake Community School District

An approved charter application constitutes, at a minimum, a four-year enforceable, renewable contract between a local school board and the State Board of Education. The chart below illustrates the current status and timelines.

Charter	School District	Charter Status Year	Renewal Status	Next Charter Period	Next Renewal Year
Iowa Central Charter School	Southeast Webster Grand	2004-2005	Renewed in 2007-2008	2008-2012	2011-2012
Storm Lake Early College Charter	Storm Lake CSD	2005-2006	Renewed in 2010	2010-2014	2013-2014
Northeast Iowa Charter School	West Central (Maynard)	2005-2006	Renewed in 2008-2009	2009-2013	2012-2013
Prescott Elementary Charter School	Dubuque CSD	2006-2007	Renewed in 2009-2010	2010-2014	2013-2014
Panorama Charter School	Panorama CSD	2007-2008	The Charter elected not to renew July, 2011.		
eSEAL	Sigourney CSD	2007-2008	Pending	2011-2015	2014-2015
Des Moines Public Charter School	Des Moines Independent Community School District	2010-2011	2013-2014	2014-2018	2017-2018

The purpose of a charter school shall be to accomplish the following:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative methods of teaching.
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.
- Create different organization structures for continuous learner progress.
- Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.
- Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.

Iowa's public charter schools are guided by goals developed by Iowa's original charter school application to the United States Department of Education (USDE), the State Board of Education, Iowa Code, and goals outlined by each charter school. In its initial charter school application to the USDE, the Iowa Department of Education (DE) outlined five goals. These goals are:

- Establish charter schools during the next three years representing a diversity of programs.
- Provide technical assistance for charter schools throughout development and implementation.
- Collect and analyze outcomes of the charter schools again, at a minimum, the state goals for school and student improvement.
- "Incent," document, and disseminate best or promising practices.
- Grow the Public Charter Schools Program beyond initial pilots.

Iowa's charter schools are a part of the State's program of public education and:

- Meet all application federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, and religion.
- Operate as non-sectarian, non-religious public schools.
- Are free of tuition and application free to Iowa resident students between the ages of five and twenty-one (5-21) years.
- Are subject to and comply with Chapters 216 and 216A relating to civil and human rights.
- Provide special education services in accordance with Chapter 256B.
- Are subject to the same financial audits, audit procedures, and audit requirements as a school district.
- Are subject to and comply with Chapter 284 relating to the Student Achievement and Teacher Quality program.

- Are subject to and comply with Chapters 20 and 279 relating to contracts with and discharge of teachers and administrators.
- Are subject to and comply with the provision of Chapter 285 relating to the transportation of students.
- Are subject to and comply with the provisions of Chapters 21 and 22 relating to open meetings for Charter Advisory Council meetings.

As a part of its application, each public charter school has developed goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals. Limited data are available for assessing success of charter schools in Iowa. This report serves as an update on the progress of the seven charter schools in Iowa and describes self-reported progress each school has made towards its goals.

Des Moines Charter School

SCHOOL AND DISTRICT INFORMATION

Des Moines Public Charter School
1421 Walker St. Suite B
Des Moines, Iowa 50316
Dr. Nina Rasmusson, Director

Des Moines Independent Community School District
901 Walnut Street
Des Moines, IA 50319
Dr. Nancy Sebring, Superintendent

CHARTER'S MISSION

The Des Moines Public Charter School (DMPCS) will meet the social, emotional, physical, and intellectual needs of young men and women of great potential who have struggled to find success in the traditional middle school setting and are at-risk of dropping out of school. Students will develop (and seek answers to) the “big questions” of life as they engage in a vigorous study of an interdisciplinary, concept-based curriculum delivered through experiential learning in the classroom and other authentic environments thoughtful answers to these questions will reveal a deeper understanding of academic concepts, the mastery of complex skills, and the ability to interact respectfully and constructively with fellow students, teachers, and the broader community.

DESCRIPTION OF CHARTER

The DMPCS has evolved out of the need to provide educationally disadvantaged middle and high school students with a small, personalized, and engaging learning environment that will support each student in mastering the concepts and competencies established in the Iowa Core Curriculum and Des Moines Public School Ends. This, along with personalized career exploration and goal setting in Ten-Year Plans, will set each student on a course that leads to high school graduation and success in postsecondary education. The DMPCS is based upon the following beliefs:

- All students have talents, strengths, and abilities.
- Given the appropriate academic support and learning environment, all students can succeed in challenging courses and meet high standards.
- All students need a college preparation program.
- Parents are key partners in their child's education.
- Schools have the responsibility to mitigate the effects of poverty.

The Charter Snapshot

First Year of Charter: Second semester 2010 - 2011
Charter Renewal: 2013-2014

Charter school demographics:

Date	Total	Asian%		Af Am%		Hisp%		Nat Am%		Mixed%		Pac Is%		White%		F/R%	ELL%		Sp Ed%	
5/11	63	<10	--	24	38.1	11	17.5	<10	-	0	0.0	0	0.0	26	41	77.00	<10	9.5	<10	15.4

Af Am = African American Hisp =Hispanic Nat Am = Native American Pac Is = Pacific Islander
 F/R = Free and Reduced ELL = English Language Learners Sp Ed = Special Education

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: Seven full-time employees (7 FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1

Recent Supervisory Visit: May 31, 2011

DES MOINES CHARTER SCHOOL GOALS

GOAL 1: (Reading) Students will demonstrate growth as readers [Students will be assessed] using norm-referenced standardized assessments, criterion-referenced teacher-created assessments, and diagnostic probes and inventories.

Progress: The DMPCS is using a variety of assessments for reading. Iowa Tests of Basic Skills (ITBS) and the Analytical Reading Inventory (ARI) are two examples of assessments used to provide data on student growth as readers. DMPCS is continuously looking at student achievement data and adjusting programming to meet student needs. For example, DMPCS looked at reading scores and developed a new reading class.

Reading Comprehension ITBS Base Line Scores – Percent Proficient

Grade	Total	Male	Female	Asian %	Af Am%	Hisp%	Nat Am%	Mixed %	Pac Is%	White %	F/R %	ELL%	Sp Ed%
7th	70	64.3	73	<10	75	<10	0	<10	0	77.8	67.8	<10	<10
8th	45.1	60	31.3	0	<10	<10	<10	<10	0	50	44.4	<10	<10

Af Am = African American Hisp =Hispanic Nat Am = Native American Pac Is = Pacific Islander
 F/R = Free and Reduced ELL = English Language Learners Sp Ed = Special Education

GOAL 2: (Mathematics) Students will demonstrate growth as mathematicians [Students will be assessed] using norm-referenced standardized assessments, criterion-referenced teacher-created assessments, and diagnostic probes and inventories.

Progress: The charter uses ITBS mathematics test school wide. The mathematics classroom is using Skills Tutor, an online math program, as a method of formative assessment. In addition, the school participates in the National Assessment of Educational Progress (NAEP).

Math ITBS Base Line Scores – Percent Proficient

Grade	Total	Male	Female	Asian %	Af Am%	Hisp%	Nat Am%	Mixed %	Pac Is%	White %	F/R %	ELL%	Sp Ed%
7th	60	71.4	53.8	<10	50	<10	0	<10	0	66.7	64.3	<10	<10
8th	38.8	60	18.8	0	<10	<10	<10	<10	0	42.8	40.7	<10	<10

Af Am = African American Hisp =Hispanic Nat Am = Native American Pac Is = Pacific Islander
 F/R = Free and Reduced ELL = English Language Learners Sp Ed = Special Education

GOAL 3: (Science) Students will demonstrate growth as scientific thinkers [Students will be assessed] using norm-referenced standardized assessments and criterion-referenced teacher-created assessments.

Progress: DMPCS uses the ITBS and formative assessments at the classroom level to assess student progress in science. Science topics are the anchor for student projects requiring cross-curricular efforts and knowledge.

Science ITBS Base Line Scores – Percent Proficient

Grade	Total	Male	Female	Asian %	Af Am%	Hisp%	Nat Am%	Mixed %	Pac Is%	White %	F/R %	ELL%	Sp Ed%
7th	65	64.2	65.4	<10	50	<10	0	<10	0	77.8	64.3	<10	<10
8th	54.9	66.6	43.8	0	<10	<10	<10	<10	0	71.4	40.7	<10	<10

Af Am = African American Hisp =Hispanic Nat Am = Native American Pac Is = Pacific Islander
 F/R = Free and Reduced ELL = English Language Learners Sp Ed = Special Education

GOAL 4: (Social Studies) Students will demonstrate growth in their understanding of the world [Students will be assessed] using norm-referenced standardized assessments and criterion-referenced teacher-created assessments.

Progress: Currently the social studies portion of the ITBS is not given. Although formative assessment occurs in the social studies class, the social studies curriculum is also incorporated into the other classes such as the “Big Picture” class.

GOAL 5: (Arts) Students will demonstrate growth in their understanding of the value of fine and applied arts [Students will be assessed] using teacher-created assessments, peer reviews, and student self-reflections.

Progress: Goal 5 has the potential to be measured within performance-based projects done at the school such as portfolios, presentations, and media presentations.

GOAL 6: (Health-Wellness) Students will demonstrate growth in their understanding of the attributes of physical and mental well-being [Students will be assessed] using

teacher-created assessments and student self-reflections. Growth for all students would be indicated through the percent of students working at the mastery level on teacher-created performance assessments and self-reflections of monitored results of personal health goals.

Progress: The physical education (PE) program was added after DMPCS opened and has experienced staff turnover. The school has hired a new PE teacher who has experience with at-risk youth. The school is in the process of infusing health and wellness in the PE program.

eSEAL: eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP

SCHOOL AND DISTRICT INFORMATION

eSEAL Charter School
107 W. Marion
Sigourney, Iowa 52591
Charter Manager: Kristen Burghorn

Sigourney Community School District
107 W. Marion
Sigourney, IA 52591
Benita Gonzales, Superintendent

CHARTER'S MISSION

The eSigourney Entrepreneurial Academy for Leadership (eSEAL) is being formed with the unique focus to broaden choice for all students in the Sigourney Community School District in grades 7-12, including the district alternative school students and interested community members, to realize opportunities to be entrepreneurs, to select postsecondary options, and to expand opportunities in career fields. A long-range goal for the community is to stop the "brain drain" from the local area and to demonstrate that students can have a productive, successful life owning a personal business, locally or within the state of Iowa.

DESCRIPTION OF CHARTER

eSEAL provides choice for students in grades 7-12 to grow entrepreneurial skills through the application of classroom knowledge to the actual experience of owning a personal business. A strong relationship with Indian Hills Community College allows students, through a flexible 4+1 schedule, to enroll in postsecondary classes leading to a variety of careers.

The Charter Snapshot

First Year of Charter: 2007-2008

Charter Renewal: 2010-2011

Students Enrolled in Charter: (2010-2011)

7th grade: 42

8th grade: 32

9th grade: 10

10th grade: 1

11th grade: 10

12th grade: 2

Student Demographics:

e-SEAL	ELL	lowSES	IEP	Race	Gender
7 th	0	13	<10	42 W	22-M, 20-F
8 th	0	10	<10	31 W, <10 Asian	20-M, 12-F
9 th	0	<10	<10	10 W	4-M, 6-F
10 th	0	<10	<10	<10 W	1-M, 0-F
11 th	0	<10	<10	10-W	0-M, 10-F
12 th	0	0	0	<10 W	2-M, 0-F

Total Percentage of all Drop-outs (7-12): 0

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: Ten full-time employees (10 FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: One full-time employee (1 FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: September 6, 2011

**eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP: eSEAL
GOALS AND PROGRESS**

GOAL 1: All students will achieve at high levels in reading comprehension.

PROGRESS:

2007 – 2011 ITBS/ITED Reading Comprehension Data Percent Proficient

	2007	2008	2009	2010	2011
7th-Charter					57.4
8th-Charter					59.34
9th-Non	61	74	58		52.7
9th-Charter	79	85	73		45.1
10th-Non	44	57	49		59
10th-Charter	64	60	63		49
11th-Non	12	32	40		59.6
11th-Charter	51	54	59		67.9
12th-Charter	58	58	67		
Graduate-Charter	46	47			

GOAL 2: All students will achieve at high levels in mathematics.

PROGRESS: Using the Math Concepts and Problems:

2007 – 2011 ITBS Math Total/ITED Concepts and Problems Percent Proficient

	2007	2008	2009	2010	2011
7th-Charter					67.8
8th-Charter					69
9th-Non	63	68	58		66.6
9th-Charter	89	88	85		62.6
10th-Non	51	56	56		69.5
10th-Charter	67	73	71		78
11th-Non	36	38	33		62.5
11th-Charter	62	61	61		67.6
12th-Charter	65	56	63		
Graduate-Charter	55	49			

GOAL 3: All students will achieve at high levels in science.

PROGRESS:

2007 – 2011 ITBS/ITED Science Data Percent Proficient

	2007	2008	2009	2010	2011
7th-Charter					66.9
8th-Charter					66.6
9th-Non	65	69	66		63.5
9th-Charter	85	90	86		66.8
10th-Non	56	53	60		74.3
10th-Charter	70	74	70		87
11th-Non	40	54	48		67.3
11th-Charter	61	66	62		84.1
12th-Charter	75	59	68		
Graduate-Charter	59	48			

GOAL 4: Increase the number of classroom activities that utilize technology in the classroom in grades 7-12.

PROGRESS: Since the inception of eSEAL, increasing the use of technology has been a focus.

- Technology through simulation has been added to charter student opportunities through the Career Academy.

- An Instructional Technology program has been developed for students to learn advanced skills in the area of technology at the Career Academy.
- Project Lead the Way, in the pre-engineering academy, emphasizes skill development using state of the art technology.
- Teachers receive formal training through PLNs and peer coaching to increase strategies for using technology in classrooms including the use of various technologies including Smart boards.
- Science courses utilize technology in day-to-day operation.
- Family & Consumer Classroom use of computers to research classroom topics and to develop projects.
- All students in grades 7-12 develop skills on a personal laptop computer (1-to-1 initiative).
- Students and teachers utilize technology in most areas of the curriculum, enhanced now through the Career Academy.

GOAL 5: Increase student participation in activities to develop leadership skills in grades 7-12.

PROGRESS: Students demonstrate leadership through decision-making, public speaking, and managing businesses.

- Students demonstrate for the community, faculty, and peers the benefits to participation in an education system that allows choice. Students share their personal journeys and success stories.
- The process of developing business plans includes leadership skills to present the proposal to the Advisory Committee. The presentation includes justification for expenses, marketing approach, location, distribution, and pricing.

GOAL 6: Increase the number of students that develop a business plan approved by the Incubator Business Committee.

PROGRESS: Students are required to organize and present business plans to the advisory committee for admission to the Incubator site.

During the 2010-11 school year eight student businesses were operating.

GOAL 7: eSEAL students in grades 9-12 will identify and evaluate market opportunities for entrepreneurial ideas.

PROGRESS: Mentors from local businesses work with students to review and evaluate student business plans. Plans must include: overall marketing plan, finance plan, and management/growth plan. Student business plans could now take shape in the Career Academy and /or transform into a hobby business that supports their further education and training. "Market identification is a critical aspect of the business plan and requires extensive research....and some trial and error. Students will continually be more engaged in both the classroom and community; business leaders to help bring relevance to this critical aspect of new business start-up," stated one Business Advisory member.

IOWA CENTRAL CHARTER HIGH SCHOOL

SCHOOL AND DISTRICT INFORMATION

Iowa Central Charter High School
30850 Paragon Ave.
Burnside, IA 50521

Southeast Webster-Grand Community School District
Administrator: Launi Dane, Superintendent
l_dane@se-webster.k12.ia.us

CHARTER'S MISSION

To develop a fast track program that will assist students in working toward an associate in arts degree in a specific vocational area or toward a four-year degree program.

DESCRIPTION OF CHARTER

A partnership, with Iowa Central Community College to serve students in grades 11-12, that have specific vocational and academic needs and want to be on a fast track to a postsecondary study.

The charter school is a school within a school.

The Charter Snapshot

First Year of Charter: 2004-2005
Charter Renewal: 2007-2008, 2011-2012

Student Demographics:

Students Enrolled in Charter: 94 (2010-2011)

11th grade – 52 Males- 30, Females-22
12th grade – 42 Males- 18, Females- 24

Subgroups:

- Race
<10 Native American
<10 African-American
92 White
- Socio-economic status

- 39 Free & Reduced Lunch
- IEP
 <10 Students had IEPs
- Gender
 48 Male; 46 Female
- ELL- None

Total Percentage of All Drop-outs (7-12): 0.77 percent

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: The charter does not employ any teachers that are separate from the high school.

Number of Administrators: 0

Recent Supervisory Visit: November 28, 2011

IOWA CENTRAL CHARTER HIGH SCHOOL GOALS AND PROGRESS

GOAL 1: Increase the number of graduates who complete postsecondary training.

PROGRESS: Trend data show an increase in the number of graduates who complete postsecondary training. The success of our program is determined by the number of students who are participating and the number of credits each has earned. All juniors and seniors participated in the charter school either on the high school campus or college campus. Average number of credits earned was about 10-15 college credits.

	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010
Class Size	53	39	47	48	46	42
Percent completing postsecondary training	96	100	100	100	96	100

GOAL 2: Increase math, science, and reading ITED scores at grade 11.

PROGRESS:

Percentage of Iowa Central Charter High School Grade 11 Students on ITED

	2004-05	2005-06	2006-07	2007-08	2008-2009	2009-2010	2010-2011
Reading	65	69.3	83	71.4	76.1	80.0	69.39
Math	80	85.7	76.6	75.5	78.5	82.3	77.55
Science	85	93.8	87.2	76.6	83.3	81.8	79.59

2010 – 2011 ITED Test Data Disaggregated

Test	% Proficient	Males	Females	SES	Race	IEP
Math	69.39	74.08	73.36	60.87	69.39	improved
Science	77.55	70.37	81.07	69.57	77.55	improved
Reading	79.59	74.07	78.85	73.92	76.59	improved

GOAL 3: Improve ACT composite scores.

PROGRESS:

Average Composite Score on ACT

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010- 11
Average Composite Score on ACT	21.0	21.8	24.1	23.5	22.3	21.1	20.2

GOAL 4: Increase the course offerings available to all students and individualize instruction to meet individual needs.

PROGRESS: This is an action step, not a goal. The charter school continually works to expand course offerings.

OTHER CHARTER INFORMATION

The district feels that the charter school is successful, for example, all juniors and seniors have participated in the program and the parents want the program to continue. The district reports it is very important to maintain the charter school regardless of the cost. The district has had graduates complete their associate degree within a year of starting the college in the following fall.

NORTHEAST IOWA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Northeast Iowa Charter High School
305 Pember
Maynard, IA 50655

West Central Community School District
Administrator: Susan Kinneman, Superintendent/High School Principal

CHARTER'S MISSION:

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

DESCRIPTION OF CHARTER:

Northeast Iowa Charter High School consists of a partnership between Northeast Iowa Community College (NICC) and West Central High School for 11th through 12th grade students to provide unlimited learning opportunities producing a high qualified work force.

The Charter Snapshot

First Year of Charter: 2005-2006

Charter Renewal: 2008-2009, 2012-2013

Students Enrolled in Charter: 36 (2010 – 2011)

Thirty-six of fifty-two (36/52) seniors and juniors were enrolled in the Charter in 10-11, for a 69.2 percent participation rate. They took a total of 300 college credits, an average of 8.3 credits were taken by all juniors and seniors in the charter for 2010-11.

Senior demographics:

Total N: 23 (17 of 23 graduating senior in 2010 took charter classes for 73.9 percent participation)

Males 12; Females 5

Low SES: <10 (<10 took charter classes 62.5 percent)

IEP: <10 (<10 took Charter classes, 40 percent)

Minority: 0

Junior demographics:

Total N: 29 (20 of 29 took charter classes for 83.8 percent participation)

Males 9; Females 11

Low SES: <10 (<10 took charter classes 42.8 percent)

IEP: <10 (<10 took Charter classes, 20 percent)
Minorities: 0

Total Percentage of All Drop-outs (7-12): 0 percent

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: Three full-time teachers (3 FTE) are funded through the Charter but are employees of the district. Two additional teachers are employed as adjunct instructors to teach language arts and speech courses. The remaining instructors are employed by NICC with classes being taught face-to-face at West Central or one of NICC's campuses. The charter also utilizes on-line offerings, hybrid courses, internships, the ICN, and other delivery systems.

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: November 29, 2011

NORTHEAST IOWA CHARTER HIGH SCHOOL GOALS AND PROGRESS

GOAL 1: Increase the percent of graduates who complete postsecondary training from West Central Community School District.

PROGRESS: See chart below for detailed information regarding the number of students and postsecondary credits earned by graduation.

Northeast Iowa High School Charter: Senior Credits

<p>Senior Class 2004: 28 graduates</p> <ul style="list-style-type: none">• 17 took college courses• 5 earned 15 hours credit or more• 0 earned 30 hours credit or more• 0 earned 40 hours credit or more	<p>Senior Class 2005: 18 graduates</p> <ul style="list-style-type: none">• 9 took college courses• 3 earned 15 hours credit or more• 0 earned 30 hours credit or more• 0 earned 40 hours credit or more
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<p>Senior Class 2006: 23 graduates</p> <ul style="list-style-type: none"> • 22 took college courses • 16 earned 15 hours credit or more • 3 earned 30 hours credit or more • 0 earned 40 hours credit or more 	<p>Senior Class 2007: 33 graduates</p> <ul style="list-style-type: none"> • 30 took college courses • 22 earned 15 hours credit or more • 12 earned 30 hours credit or more • 3 earned 40 hours credit or more
<p>Senior Class 2008: 33 graduates</p> <ul style="list-style-type: none"> • 30 took college courses • 22 earned 15 hours credit or more • 12 earned 30 hours credit or more • 3 earned 40 hours credit or more • 2 earned AA degrees 	<p>Senior Class 2009: 22 graduates</p> <ul style="list-style-type: none"> • 22 took college courses • 14 earned 15 hours credit or more • 8 earned 30 hours credit or more • earned 40 hours credit or more
<p>Senior Class 2010: 23 graduates</p> <p>17 took college courses</p> <p>5 earned 5 or more credits</p> <p>3 earned 15 hours credits or more</p> <p>3 seniors earned 30 hours credit or more</p>	<p>Senior Class 2011:</p> <ul style="list-style-type: none"> • 15 of 23 took college courses 348 credits (90.5 percent participation)

GOAL 2: Continue to raise ITED proficiencies for 11th grade students in reading, mathematics, and science.

PROGRESS: ITED scores for 11th grade charter students decreased in science. ITED scores in mathematics and reading increased.

**Northeast Iowa Charter High School: Percentage of Charter Students
Proficient in Reading, Mathematics, and Science on ITED**

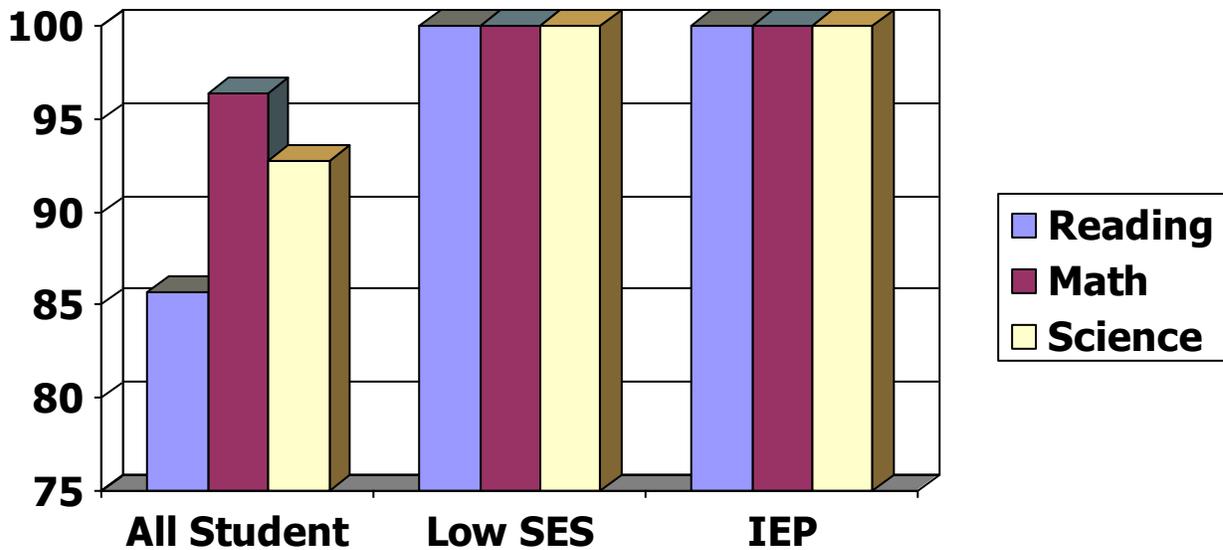
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Reading	83	96	83	86	86.8	86.8
Mathematics	75	92	94	90	95.6	95.6
Science	78	96	83	100	82.5	82.5

GOAL 3: Provide special needs and at-risk students with the opportunity to develop individualized courses of study working toward a high school diploma and developing employability skills.

PROGRESS:

11th Grade- ITED Proficiencies:

	All Student	Low SES	IEP
Reading	86.8	100	100
Math	95.6	100	100
Science	82.5	100	100



GOAL 4: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

PROGRESS: The number of students graduating with dual concentration increased from forty-seven percent (47 percent) in 2004-2005 pre-charter to more than seventy-three percent (73.9 percent) in 2010-2011. Data indicates that the charter is providing increased opportunities for students who are low income and who have IEPs, as well as students in the general population.

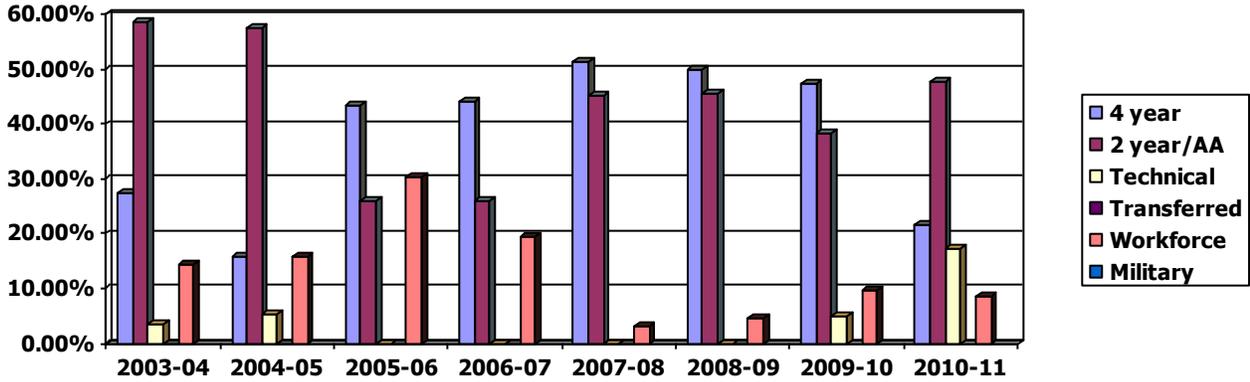
Northeast Iowa Charter High School: Students Graduating with Dual Concentration

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Seniors	16 of 27 59.3%	8 of 17 47%	22 of 23 96%	30 of 33 91%	29 of 31 96%	22 of 22 100%	19 of 21 90.5%	15 of 23 73.9%
Low SES	< 10 25%	< 10 25%	< 10 100%	< 10 100%	< 10 75%	< 10 100%	< 10 66.6%	< 10 62.5%
IEP	< 10 33.3%	< 10 0%	< 10 50%	< 10 60%	< 10 60%	< 10 100%	< 10 75%	< 10 40%

Postsecondary/Graduate Intentions: Eight year trend: 2003/04 to 2010-2011

Two Years Pre-charter (percentage baseline data) Six Years of Charter Data

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
4 year	27.60	15.78	43.40	44.30	51.60	50	47.60	21.7
2 year/AA	58.60	57.78	26.10	26.10	45.20	45.50	38.44	47.8
Technical	3.45	5.26	0	0	0	0	4.76	17.4
Transferred	0	0	0	0	0	0		
Workforce	14.28	15.78	30.40	19.40	3.20	4.50	9.50	8.7
Military	0	5.26	0	2.90	0	0	0	0



Total Charter Credits earned/ student average # of credits earned: 5 year charter trend-line data

	2005-06 Cr./Students Aver. # Cr	2006-07 Cr./Students Aver. # Cr	2007-08 Cr./Students Aver. # Cr	2008-09 Cr./Students Aver. # Cr	2009-10 Cr./Students Aver. # Cr	2010-2011 Cr./Students Aver. # Cr
All Seniors	465/23 20.2 cr	666/33 20.2 cr	861/31 27.8 cr	488/22 22.2 cr	367/21 17.5 cr	348/23 23.2 cr
Low SES	1 of 1 100% cr	2 of 2 100% cr	3 of 4 75% cr	3 of 3 100% cr	3 of 3 100% cr	4 of 4 100% cr
IEP	1 of 2 50% cr	3 of 5 60% cr	3 of 5 60% cr	4 of 4 100% cr	4 of 4 100% cr	2 of 2 100% cr

ACT DATA: A total of eight seniors, or 34.8 percent of the class of 2011, have taken the ACT for a class total average of 25.1. Seven of eight 2011 seniors taking the ACT, or 87.5 percent, scored at or above the cut-score of 20, which is the cut-score used to indicate probable success in college.

	2005	2006	2007	2008	2009	2010	2011
ACT	6 of 18	10 of 23	16 of 39	19 of 31	12 of 22	9 of 21	8 of 23
Participation Rate	33.3%	43.47%	44.44%	61.29%	54.54%	52.38%	34.8%
Average ACT Score	22.83	22.20	24.18	23.32	21.92	22.77	25.1

PANORAMA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION:

Panorama Community School District
 701 W. Main
 Panora, IA 50216

Administrator: Kathy Elliot, Superintendent
kelliott@panorama.k12.ia.us

Person Completing Report: Chris Webner, Guidance Counselor & Dean of Students
cwebner@panorama.k12.ia.us

CHARTER’S MISSION:

To provide a rigorous and relevant curriculum; to ensure all students achieve competency of the core curriculum; students will become confident college level performers before graduating from high school and to strengthen relationships amongst district’s families, school district, and colleges to support college success of the district’s students.

DESCRIPTION OF CHARTER:

The charter school exists to increase the rigor and relevance at the secondary level. The curriculum will be reviewed and core areas will require a “C” grade in order for students to demonstrate competency in those areas. Postsecondary opportunities will be encouraged and all students will have an Individual Learning Plan (ILP) developed with parent input and school personnel reflecting the educational goals to the students.

Students Enrolled in Charter: 8 (2010-2011)

Grade Levels	Numbers of Students	Race	Socio-Economic Status	IEP	Gender	ELL
Grade 12 (Cohort 2011)	<10	All White	<10 Free/Reduced Lunch	<10	<10 Female <10 Male	-
Grade 11 (Cohort 2012)	<10	All White	<10 Free/Reduced Lunch	<10	<10 Female <10 Male	-
Grade 10	<10	All White	-	-	<10 Female <10 Male	-

Grade 9 not offered charter for 2010-11

Total Percentage of All Drop-outs (7-12): 0

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: Eighteen full-time employees (18 FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: Three full-time employees (3 FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: June 3, 2009

PANORAMA CHARTER SCHOOL GOALS AND PROGRESS

Goal One: All charter participants will create an ILP (to determine high school course requirements, to plan completion of at least one college course during high school, and to plan acceptance by college before graduating from high school) and to reflect on individual student strengths and growth areas at least once per academic year.

Baseline Trend: No such plans were created in collaboration with families and reflected upon annually before the charter began for Panorama.

Progress: At this time (late July, 2011), eight (8) families from Grades 11-12 met with administrator this school year and have met this goal (to create and to reflect upon the progress of the ILP). This number has again decreased from the prior year as more families have requested similar meetings without interest in joining the charter and as the district communicates intent to deliver the ILP service without charter status in years to come.

Goal Two: All charter participants will become competent students by earning “C” or “P” grades in the courses required by the district and Iowa Department of Education.

Baseline Trend: Twenty to thirty percent (20-30 percent) of the students that graduated in the four years before Panorama received a charter earned lower than “C” grades in at least one required core area.

Progress: Of the eight families, two families have made alternative plans for 2010-2011 through the ILP process to give their child the opportunity to earn competent grades (one student goal for algebra and one for English). All other families’ students have met this goal (75 percent success rate).

Goal Three: All students will prepare for college graduation by completing at least one college course during high school and becoming accepted to at least one college before high school graduation.

Baseline Trend: No freshman or sophomore had completed a college course in four years before Panorama's charter and less than majority of any graduating class had completed college coursework while in high school.

Progress: All the 2010-2011 charter seniors and juniors have completed college coursework. Related to this goal, of the 2011 graduate class of sixty-one (61) students, fifty-seven (57) completed at least one college course while in high school. Four (4) of these graduates participated in the charter, but all were able to benefit from our relationships created with college institutions through implementing our charter. The over-90% student participation in college courses during high school for a Panorama senior class peaked in 2011-2012. (This group of students began the Panorama Charter in its first year of activities four years ago).

Baseline Trend: Eighty percent (80 percent) of graduates were accepted to college before graduating from Panorama High School. Each of the four (100 percent) of the 2010-2011 seniors met the college acceptance goal and closer to 90 percent of 2011 graduates in the entire senior class were accepted to college. (Again, though most of the seniors did not choose to participate in the charter program throughout high school, the baseline trend for college acceptance climbed during the charter program's existence at Panorama High School).

PRESCOTT ELEMENTARY CHARTER SCHOOL

SCHOOL / DISTRICT INFORMATION:

Prescott Elementary Charter School
1151 White Street
Dubuque, IA 52001

Administrator: Chris McCarron, Principal

Dubuque Community School District
2300 Chaney Road
Dubuque, IA 52001

CHARTER'S MISSION:

The mission of Prescott Elementary Charter School, an Expeditionary Learning Charter School for the Arts, is to empower each child to achieve his/her potential and to become a strong contributing member of society.

DESCRIPTION OF CHARTER:

Serves students in grades K-5, intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum. The school is the charter (school-wide charter).

The Charter Snapshot

First Year of Charter: 2006-2007

Students Enrolled in Charter:

266, Preschool-5th grade (2009-2010)

PS: 19	3 rd grade: 44
K: 38	4 th grade: 41
1 st grade: 36	5 th grade: 45
2 nd grade: 44	

Subgroups and numbers in each category:

- Race- 52 percent
- Socio-economic status – 90 percent
- IEP- 26
- Gender- 52 percent Male; 48 percent Female
- ELL -6 percent

Total Percentage of All Drop-outs (7-12): NA

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: Thirty-two full-time employees (32 FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: One full-time employee (1 FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: October 13, 2011

PRESCOTT ELEMENTARY CHARTER SCHOOL GOALS AND PROGRESS

GOAL 1: Increase student achievement in **reading** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of full academic year (FAY) students proficient in Grades 3-5 increased from 48.4 percent last year to 54.9 percent this year. The school has met AYP for each subgroup assessed except for special education students.

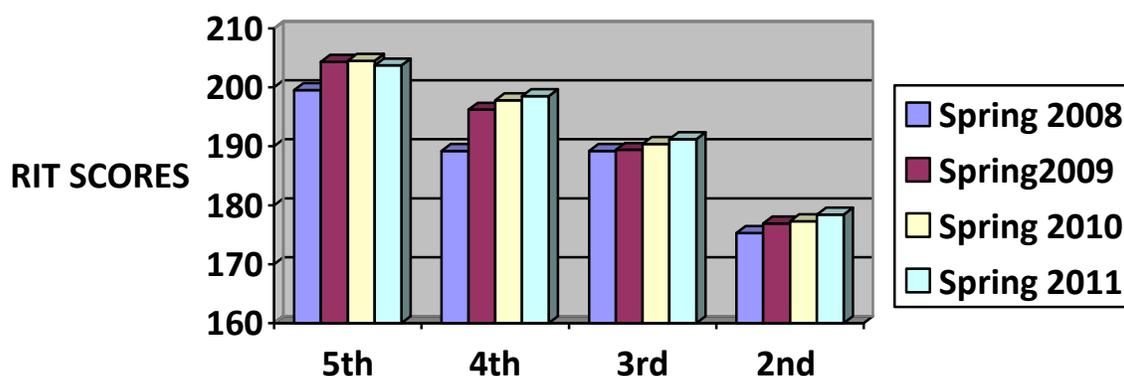
Grades 3-5 ITBS FAY Collapsed Data Per Annum Reading Proficiency Scores for collapsed data is an approximate target based on individual grade level targets

Annual Full Academic Year (FAY) Proficiency by Subgroup															
	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient
Reading Comprehension	Fall, 2006			Fall, 2007			Fall 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	68.6%*			75.5%*			75.5%*			75.5%*			81.6%*		
All Students	99	71	50.7	120	75	58.7	117	102	53.9	122	93	48.4	110	91	54.9
Female	43	29	72.4	68	47	59.6	63	56	57.1	59	45	53.3	45	36	63.9
Male	56	42	35.7	52	28	57.1	54	46	50	63	48	43.8	65	55	49.1
White	60	46	58.7	76	58	67.2	68	65	64.6	48	44	59.1	47	42	64.3
African American	31	19	36.8	34	14	28.6	41	32	34.4	53	33	33.3	35	30	40
Asian	2	2	50	0	0	N/A	0	0	NA	1	0	NA	1	1	100
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	25	10	3	33.3	8	5	40	12	10	30	11	8	37.5
Pacific Islander										1	0	NA	7	1	0
Other										7	6	83.3	9	9	77.8
Low SES	81	58	46.6	96	55	50.9	98	83	49.4	109	80	43.8	95	76	51.3
Non-low SES	18	13	69.2	24	20	80	19	19	73.7	13	13	76.9	15	15	73.3
IEP	14	12	25	21	10	60	20	17	47.1	30	23	26.1	40	35	28.6
Non-IEP	85	59	55.9	99	65	58.5	97	85	55.3	92	70	55.7	70	56	71.4

Report of Annual Yearly Progress on ITBS for READING

APY Students ONLY	2008-2009	2009-2010	2010-2011
All Students	Missed AYP	Missed AYP	Met AYP- Safe Harbor
Low SES	Missed AYP	Missed AYP	Met AYP-Safe Harbor
Special Ed (IEP)	< 30	< 30	Missed AYP
ELL	<30	<30	<30
African American	Missed AYP	Missed AYP	Met AYP – Safe Harbor
Asian	<30	<30	<30
Hispanic	<30	<30	<30
White	Missed AYP	Missed AYP	Met AYP-Safe Harbor
Pacific Islander	< 30	< 30	<30
Multi-Racial	<30	<30	<30

Prescott School Measures of Academic Progress MAP RIT SCORES- Reading



SUMMARY OF THE MAP TEST

This year's spring MAP assessment was the highest scores for reading for all grade levels except for fifth grade where there was a slight decline. ALL special education students take the MAP assessment and are included in this data.

OTHER NOTES REGARDING READING PROGRESS

- All students are involved in at least one guided reading group at their level. All students reading below grade level have reading interventions in place.
- Every Child Read strategies to improve reading comprehension have been implemented.

- Staff had professional development in and delivered more explicit comprehension instruction during guided reading.
- A new research-based phonics program, Fountas and Pinnell has been implemented in Grades K-3.
- The instructional coach is demonstrating and working with new teachers to institute appropriate guided reading instruction.
- Special education, general education, and reading teachers are team-teaching to provide additional supports to struggling readers.

GOAL 2: Increase student achievement in **math** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in Grades 3-5 in the “all students” category increased for the second year in a row.

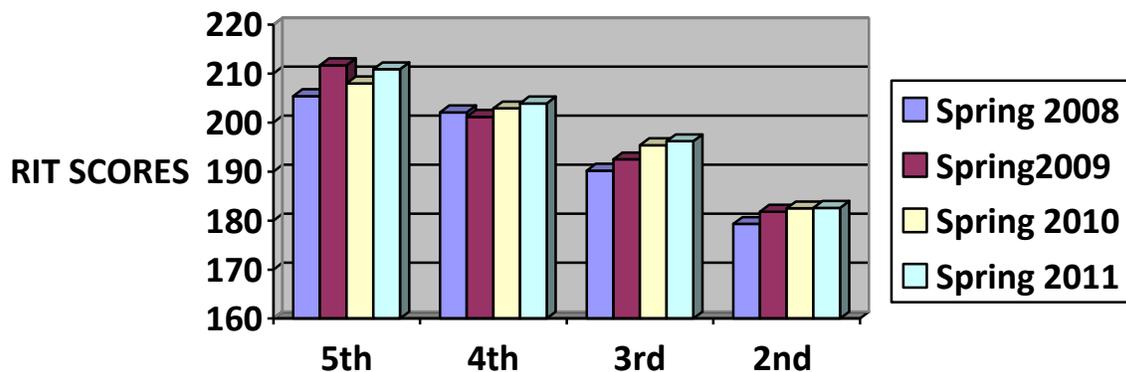
Grades 3-5 ITBS FAY Collapsed Data Per Annum Math Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

Annual Full Academic Year (FAY) Proficiency by Subgroup															
	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient
Math Total	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	68%*			75.1%*			75.1%*			75.1%*			81.3%*		
All Students	99	71	43.7	119	74	50	117	102	45.1	122	93	53.8	108	89	58.4
Female	43	29	44.8	67	46	43.5	63	56	37.5	59	45	55.6	44	35	60
Male	56	42	42.9	52	28	60.7	54	46	54.3	63	48	52.1	64	54	57.4
White	60	46	58.7	75	57	54.4	68	65	63.1	48	44	61.4	45	40	70
African American	31	19	21.1	34	14	28.6	41	32	9.4	53	33	42.4	35	30	40
Asian	2	2	0%	0	0	N/A	0	0	NA	1	0	NA	1	1	0%
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	0%	10	3	66.7	8	5	40	12	10	60	11	8	50
Pacific Islander										1	0	NA	7	1	0
Other										7	6	50	9	9	88.9
Low SES	81	58	39.7	95	54	44.4	98	83	41	109	80	50	94	75	56
Non-low SES	18	13	61.5	24	20	65	19	19	63.2	13	13	76.9	14	14	71.4
IEP	14	12	25	21	10	50	20	17	41.2	30	23	30.4	38	33	39.4
Non-IEP	85	59	47.5	98	64	50	97	85	45.9	92	70	61.4	70	56	69.6

Report of Annual Yearly Progress on ITBS for MATH

APY Students ONLY	2008-2009	2009-2010	2010-2011
All Students	Missed AYP	Met AYP – Safe Harbor	Met AYP- Safe Harbor
Low SES	Missed AYP	Met AYP – Safe Harbor	Met AYP-Safe Harbor
Special Ed (IEP)	< 30	< 30	Met AYP – Safe Harbor
ELL	<30	<30	<30
African American	Missed AYP	Met AYP – Safe Harbor	Missed AYP
Asian	<30	<30	<30
Hispanic	<30	<30	<30
White	Missed AYP	Missed AYP	Met AYP-Safe Harbor
Pacific Islander	< 30	< 30	<30
Multi-Racial	<30	<30	<30

Prescott School Measures of Academic Progress MAP RIT SCORES- Math



SUMMARY OF THE MAP TEST

This year's spring MAP assessment was the highest scores for math for all grade levels since the charter began. We continue to make steady progress in increasing math proficiency.

OTHER NOTES REGARDING MATH PROGRESS

- All teachers are using a common lesson plan structure for their math instruction. The "launch," "explore," and "summarize" components are identifiable in teachers' lesson plans.

- Special education teachers and general education teachers are team-teaching or co-teaching when special education students are not in an alternative math program to offer additional supports as needed.
- Guided math groups are in place at each level.
- Students who are performing below grade level have math interventions in place.
- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both teacher and student.
- All teachers have implemented CGI -- Cognitively Guided Math Instruction.

GOAL 3: Increase student achievement in **science** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in Grades 3-5 in the “all students” category increased by 10.2 percent over last year as measured on ITBS. The school has increased from 43.7 percent proficient at the beginning of the charter to 69.2 percent now.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Science Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

Annual Full Academic Year (FAY) Proficiency by Subgroup															
	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient
Science	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	Not Established														
All Students	99	71	43.7	117	73	52.1	117	102	49	122	93	59.1	110	91	69.2
Female	43	29	51.7	67	46	54.3	63	56	48.2	59	45	57.8	45	36	69.4
Male	56	42	38.1	50	27	48.1	54	56	50	63	48	60.4	65	55	69.1
White	60	46	58.7	74	56	55.4	68	65	64.6	48	44	63.6	47	42	81
African American	31	19	15.8	33	14	28.6	41	32	21.9	53	33	57.6	35	30	60
Asian	2	2	0	0	0	N/A	0	0	NA	1	0	NA	1	1	0
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	25	10	3	100	8	5	20	12	10	40	11	8	37.5
Pacific Islander										1	0	NA	7	1	0
Other										7	6	66.7	9	9	88.9
Low SES	81	58	36.2	93	53	45.3	98	83	42.2	109	80	58.8	95	76	65.8
Non-low SES	18	13	76.9	24	20	70	19	19	78.9	13	13	61.5	15	15	86.7
IEP	14	12	50	20	10	70	20	17	41.2	30	23	47.8	40	35	54.3
Non IEP	85	59	42.4	97	63	49.2	97	85	50.6	92	70	62.9	70	56	78.6

OTHER NOTES REGARDING SCIENCE PROGRESS

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- ECR reading strategies were taught within the content area of science.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.

- Students were taken out into the community and/or community experts were brought into the classroom for almost every expedition to help students to connect science to the real world around them.

GOAL 4: Increase student achievement in **social studies** on an annual basis.

PROGRESS: The percentage of FAY students proficient in grades 3-5 in the “all students” category has shown a slight decrease this year. Although this year’s scores are 12.9 percent higher than the start of the charter, the decline for the past two years warrants a renewed focus on the content area.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Social Studies Proficiency Scores for collapsed data is an approximate target based on individual grade level targets

Social Studies	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	40.8	75	44	102	57.8	93	57	110	53.7
Female	29	41.4	47	44.7	56	57.1	45	60	45	
Male	42	40.5	28	42.9	46	58.7	48	54.2	65	
White	46	50	58	46.6	65	67.7	44	70.5	47	63.8
African American	19	21.1	14	21.4	32	40.6	33	42.4	35	45.7
Asian	2	50	0	0	0	NA	0	NA	1	0
Native American	0	NA								
Hispanic	4	25	3	100	5	40.0	10	40	11	45.4
Pacific Islander							1	0	7	42.8
Other									9	66.6
Low SES	58	32.6	55	36.4	83	51.8	80	53.8	95	43.5
Non-low SES	13	61.5	20	65	19	84.2	13	76.9	15	56.4
IEP	12	33.3	10	60	17	41.2	23	39.1	40	37.5
Non-IEP	59	42.4	65	41.5	85	61.2	70	62.9	70	78.5

OTHER NOTES REGARDING SOCIAL STUDIES PROGRESS

- All expeditions from last year were revised to ensure social studies standards and benchmarks are being addressed.
- Staff development was provided in a variety of instructional protocols which focused on increasing student engagement and monitored implementation of the protocols through lesson plans.
- Each grade level team participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year. Special education teachers participated in the planning sessions.

GOAL 5: Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.

PROGRESS: See following chart for detailed scores on the Implementation Review.

- Thirteen out of sixteen (13/16) areas received a score of “3” which indicates most components for this are have been implemented with high quality last year and six of sixteen (6/16) received that score in 2009. All other scores were a “2” which indicates that many of the components have been implemented. The decline may be due to the fact that five of twelve (5/12) classroom teachers were in their first year of teaching. Three of these teachers were new to the profession.

Other progress toward this goal:

- A curriculum map for all grade level expeditions has been created.
- Professional development has been provided in a variety of areas and instructional protocols focused on increasing student engagement and monitored implementation.
- Each grade level team has participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year.

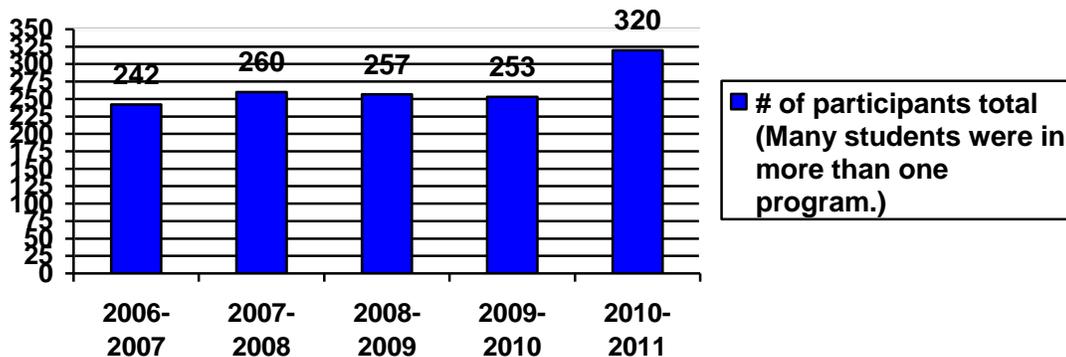
EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW: PRESCOTT				
Scale: 0-4 (0=no implementation; 4=implementation at high level)				
	School Score in 2006	School Score in 2007	School Score in 2008	School Score in 2009
Learning Expectations				
Compelling topics	3	3	3	2
Linked projects and products	2	3	3	2
Fieldwork, service, experts	2	2	3	2
Producing and presenting high quality student work	2	3	3	2
Frequency of learning expeditions	2	3	No longer on assessment	No longer on assessment
Quality/frequency of learning experiences outside the expedition	2	2	No longer on assessment	No longer on assessment
Active Pedagogy				
Lesson design	2	3	3	2
Use of effective practices	2	3	3	2
Teaching reading through the disciplines	2	3	3	2
Teaching writing through the disciplines	2	3	3	2
Teaching literacy through the disciplines	3	3	No longer on assessment	No longer on assessment
NEW 2008 Teaching inquiry-based math			2	2
NEW 2008 Effective assessment practices			3	2
School Culture and Character				

Culture and character in the classroom	3	3	3	3
Fostering student character and creating school culture	3	3	3	3
Building a professional learning community	3	3	3	3
Leadership and School Improvement				
Leadership and school improvement	3	2	3	3
Structures				
School structures	3	3	2	3
NEW 2008 Effective grading and reporting structures			2	3

GOAL 6: Increase student participation in the visual and performing arts.

PROGRESS: The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening there were no after-school programs in the arts.

Student Participation in Arts Programming



EXAMPLES OF PARTICIPATING IN VISUAL AND PERFORMING ARTS

- Partnerships with the Dubuque Colts Drum and Bugle Corps, The Dubuque Arts Center, St. Luke’s Church, and the Prudential Foundation have made these programs possible at no cost to the students or their families.
- Empty Bowl Project: A focus on the arts and service. Students created clay bowls for a soup supper. Participants bought tickets and all money raised went to a local church for their free community meal.
- Paper Dress Show: Each year as part of the fourth grade expedition on the human body, our students hosted a Paper Dress Show. Students designed paper dresses to

model on a runway during a fashion show. This has become an annual event for the last three years. Now the entire school district is invited to participate.

- Mud Puppies: Each year we offer an after-school program called Mud Puppies for experiences in working with clay and three-dimensional art. The classes were taped and shown on our local television channel. Projects completed in this class have won national competitions.
- Prescott PanrhythmiXs: This is the school's steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events and were invited to perform at the National Expeditionary Learning Conference. Students who left Prescott and went to the middle school wanted to continue with a steel drum. We have now started a middle-school steel drum band call Pandemonium.

ATTENDANCE RATE: 94.5 percent for 2010-2011

Section 4: Program Evaluation

A. How is the charter school program evaluated?

- a. The charter was evaluated by Linda Munger for the first four years and an external report was sent to the State at the end of each of those years. The cost of this evaluation was covered through the charter grant. Now that these funds are no longer available, she has not completed an evaluation since 2009.
- b. Each year, the school submits a SINA plan to the Iowa Department of Education. That plan matches and is aligned with the charter school plan. An external evaluator from the Iowa Department of Education reviews the plan and our progress and provides feedback to the school each spring in the form an external report. That report is attached to this document.
- c. Each year as part of the SINA process, the school improvement plan undergoes a peer review by another school district. This past year, Mike Penca, Principal of Harding Elementary School in Mason City, Iowa completed the peer review. He provides an external look at the plan and gives us feedback about the plan and the progress.
- d. This past year, as part of the PLAS process, a team of DCSD administrators and representatives from the Dubuque Education Association reviewed all of the charter's school progress and included their review of the data in a report submitted to the state within the PLAS grant application.
- e.

B. Is the charter school successful?

- a. Prescott is making slow and steady growth in all identified academic areas as well as in increasing opportunities in the arts for our students. Despite increasing number of low SES students, IEP students, ELL students, and a more diverse population, the progress has been gradual and steady. The charter school instructional design is making a positive impact upon student performance.

STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL

SCHOOL / DISTRICT INFORMATION:

Storm Lake Community School District
621 Tornado Dr.
Storm Lake, IA 50588

Administrators: Dr. Carl Turner, Supt.
Beau Ruleaux, Principal

DESCRIPTION OF CHARTER:

The intent behind the Storm Lake/Iowa Central/Buena Vista Early College Charter High School was to create a “school within a school” that would increase the number of minority students that graduate from high school and continue their education, and to provide increased options for college credit offerings to all Storm Lake High School students.

The Charter Snapshot

First Year of Charter: 2005
Charter Renewal: 2010

Students Enrolled in Charter: 70 (2010-2011)
Charter 1: 70
Charter 2: 0
Charter 3: 0

2010 – 2011 Student Demographics:

	Number	Percent
First Generation	61	87
Low SES	61	87
ELL/ESL	57	81
Special Education	<10	7
Asian	16	23
African-American	0	0
Hispanic	43	61
Total Non-Caucasian	59	84
Males	29	41
Females	41	59

Total Percentage of All Drop-outs (7-12): 2.52 percent (2009 – 2010)

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: Two and eight-tenths full-time employees (2.8 FTE)

Qualifications: All teachers hold Iowa licenses.

SLCSD contracts with outside agencies/colleges to provide career/technical education courses.

Number of Administrators: One-tenth full-time employee (0.1 FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: November 28, 2011

STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL GOALS AND PROGRESS

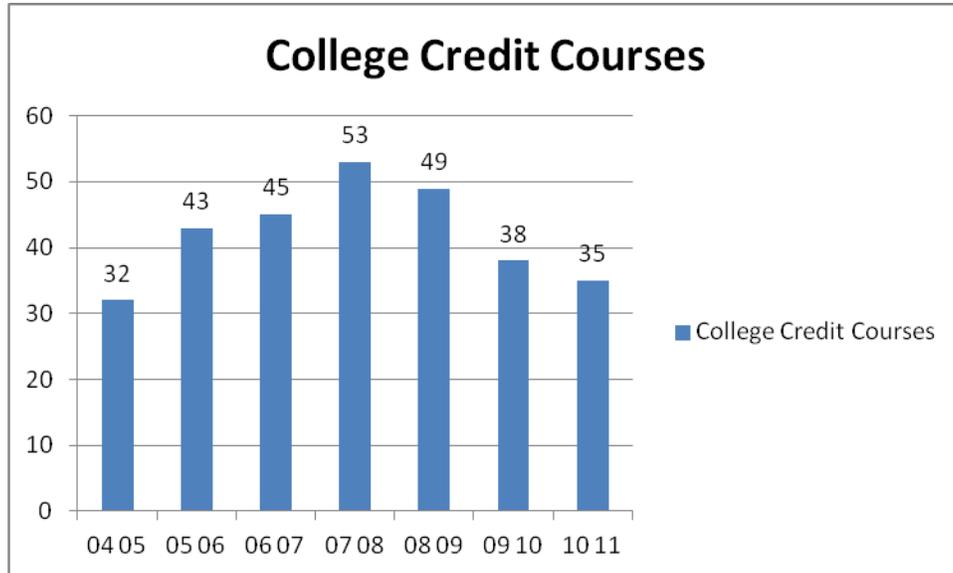
GOAL 1: Increase the number of first generation, low income, English Language Learners, and non-Caucasian attaining advanced postsecondary certification or college credit.

PROGRESS:

	2009-10 percent students attaining degrees/certification	2009-10 percent students attaining college credit	2009-10 percent students total	2010-11 percent students attaining degrees/certification	2010-11 percent students attaining college credit	2010-11 percent students total
First Generation	13	58	71	9	74	87
Low SES	10	44	54	7	77	87
ELL	19	60	79	7	71	81
Special Education	0	6	6	1	5	7
Asian	0	12	12	3	19	23
African-American	0	4	4	0	0	0
Hispanic	19	55	74	6	53	61
Total Non-Caucasian	19	68	87	9	71	84
Males	13	39	52	7	31	41
Females	13	35	48	6	50	59

GOAL 2: Provide a more rigorous and relevant college / career preparation curriculum.

PROGRESS:

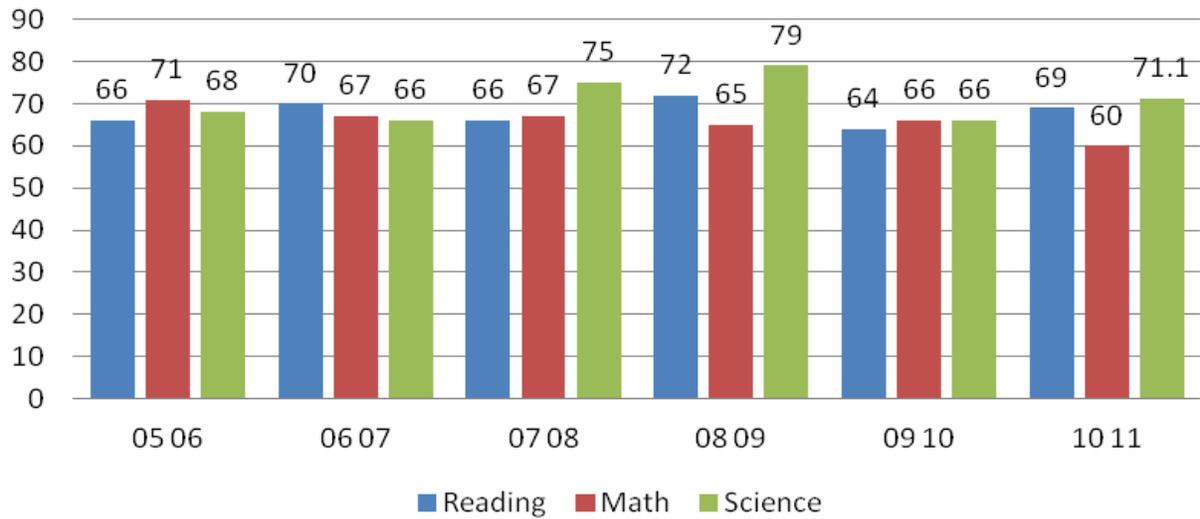


Storm Lake High School (SLHS) offered thirty-five (35) dual-credit [concurrent enrollment] courses and four (4) PSEO courses were offered through Iowa Central Community College and Buena Vista University during the 2010 – 2011 school year. Due to retirement and personnel changes, the number of dual-credit [concurrent enrollment] courses offered at SLHS has declined over the past years. However, AP Chemistry and AP Biology have been added to the master.

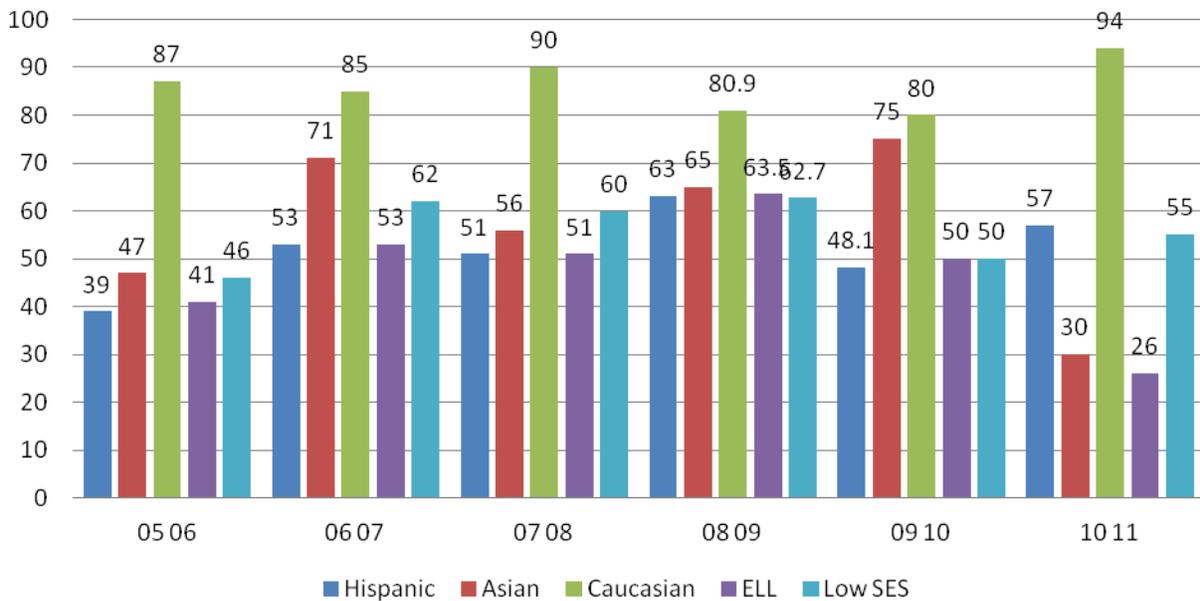
GOAL 3: Raise individual ITED scores in the areas of reading, mathematics, and science that will impact overall class performance.

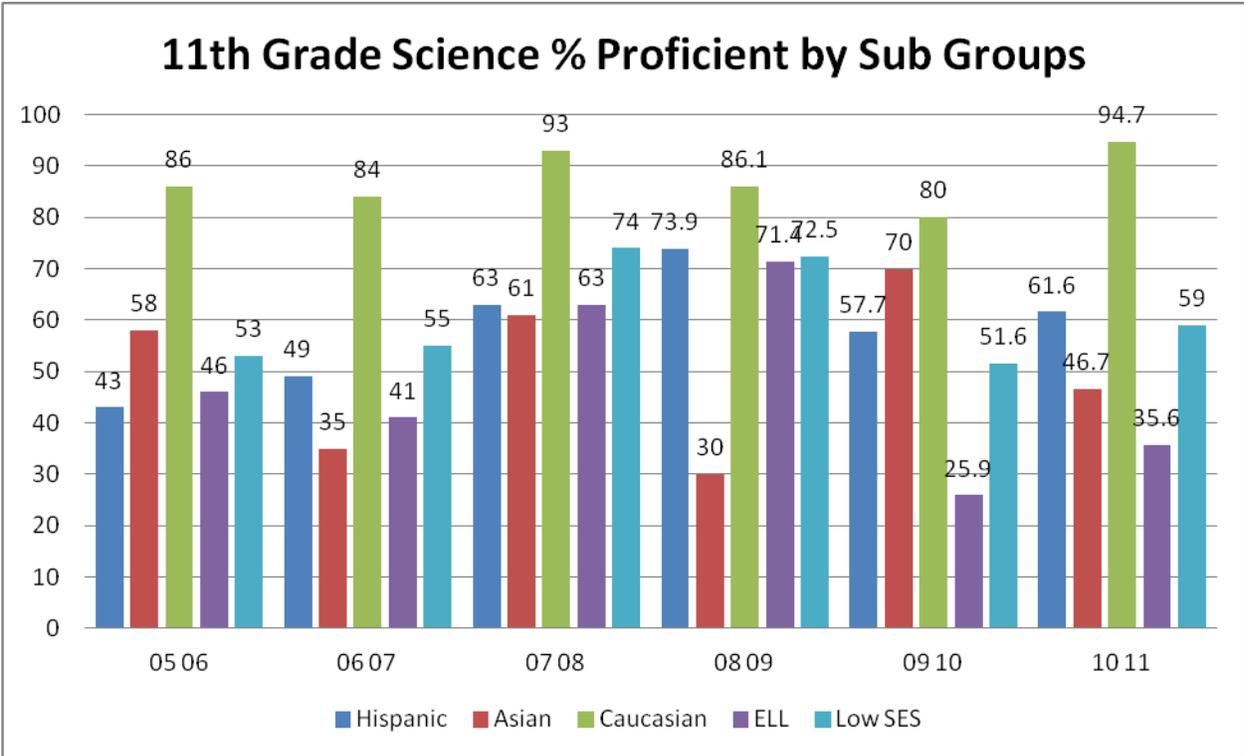
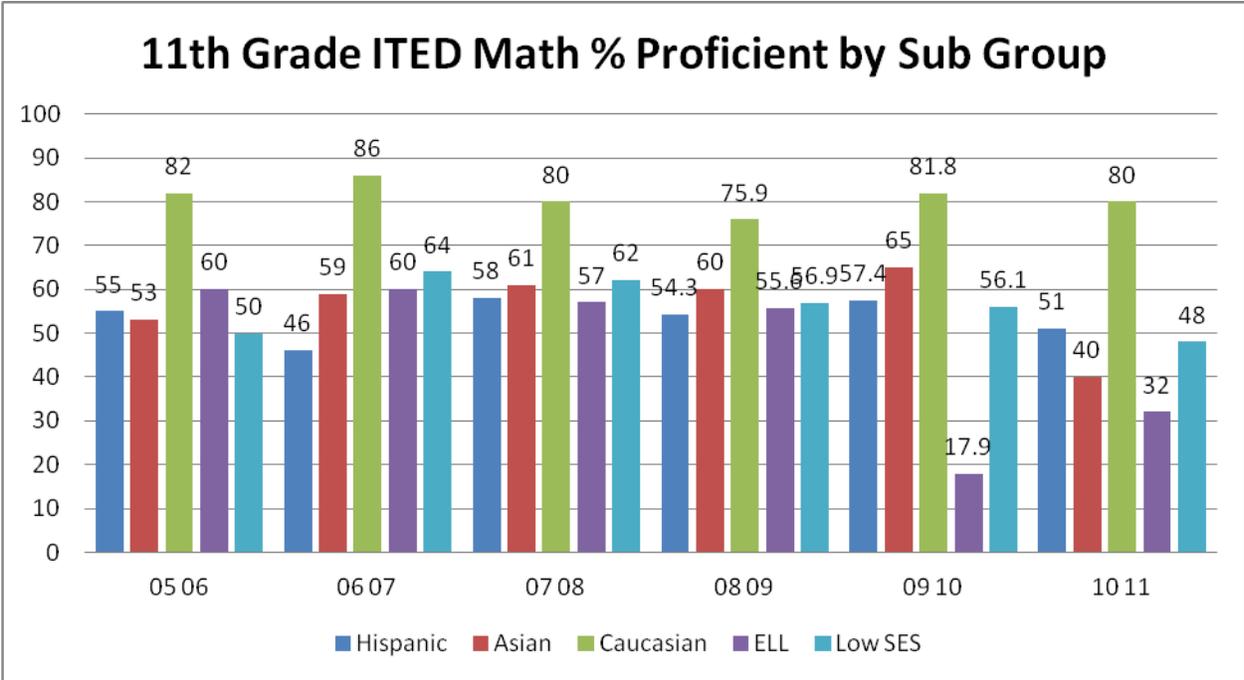
PROGRESS: The following graphs show school-wide results, as well as subgroup results from the Iowa Tests of Educational Development (ITED) for the areas of reading, mathematics, and science.

11th Grade % Proficient - School Wide



11th Grade Reading Percent Proficient by Sub Group





GOAL 4: Increase the number of dual credit offerings and PSEO opportunities for all students; specifically monitor increased participation and performance of subgroups.

PROGRESS:

Number of College Credits Earned <i>after</i> Four Years of High School					
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
102	788	1664	1894	3130	1197
Number of College Credits Earned <i>during</i> Four Years of High School					
		1553*	1716*	2153	1035

*NOTE: Beginning with the Charter School class of 2007-2008, we began tracking the college credit earned during the traditional four years of high school as well as the credits earned after the traditional four years of high school. We recognize that many of our Charter High School students are making significant progress in their Charter Program of study while they enrolled strictly in the high school setting.

Number of Credits Earned by the 2010-2011 Cohort	In Traditional High School	Outside of Traditional High School	Total
First Generation	946	990	1936
Low SES	909	796	1705
ELL	861	862	1723
Non-Caucasian	883	909	1792
Caucasian	152	288	440

GOAL 5: All students will have an individual learning plan that is overseen by Storm Lake High School and the Charter Administration.

PROGRESS:

COMPLETERS						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Program Completers*	0	<10	<10	39	22	13
Continued Education	0	<10	<10	18	36	20
Ended Educational Program						37

*These students completed their program of study and earned their degree.

All students (100 percent) at Storm Lake High School are involved in annual planning conferences with high school guidance staff. The students (and families) meet with counselors to discuss their Four-Year Plan (Individual Learning Plan) and plan for an appropriate program of study. The Four-Year plan is extended out for charter students to accommodate their charter program of study.

It has been determined that the charter school students require continued support from guidance staff in implementing and progress monitoring the Four-Year Plan. A full-time guidance counselor was hired to work with charter students at the beginning of the 2008-2009 school year. All charter students completed an individualized plan of study, and attended one or more workshops/classes to learn how to be successful in the charter School. Furthermore, the charter counselor makes campus visits to monitor and assist charter students.

Thirteen (13) students were able to complete the program of study and graduate. Twenty (20) students will continue to 2011 – 2012 with their educational program.